English 4 Informative/Explanatory Writing- Power: Climbing the Ladder and Knowing Limitations

Instructional Unit Resource for the South Carolina College- and Career-Ready Standards for English Language Arts

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English 4: Informative/Explanatory Writing:

Power--Climbing the Ladder and Knowing Limitations

Unit Rationale/Overview

This unit focuses on citing textual evidence and analyzing literature. Its purpose is to improve students' ability to read text with unfamiliar language and syntax. They will learn as well how to cite evidence from the text to support their ideas in an informative paper. This assignment can be done with any text, but the suggested work is the Shakespearean tragedy *Macbeth*.

The Profile of the South Carolina Graduate (http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf) addresses three areas of importance for all high school graduates: World Class Knowledge, World Class Skills, and Life and Career Characteristics. World Class Knowledge and some World Class Skills are typically taught in the educational setting, but Life and Career Characteristics, commonly called soft skills, are equally important. These skills and traits include integrity, self-direction, global perspective, perseverance, worth ethic, and interpersonal skills. Without these skills, the student will not be able to achieve his fullest potential. In keeping with Life and Career Characteristics, *Macbeth* centers on the theme of power's effects on those who seek and/or gain it. The play continues to be relevant to young people, who will encounter this quest for power as they enter the world of work. All students will need to know how to deal with those in power as well, as how to treat people who have no power.

Estimated time frame: four weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Inquiry-Based Literacy

- E4.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
- E4.I.1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.
- E4.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
- E4.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.

Reading-Literary Text

- E4.RL.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
- E4.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.
- E4.RL.6 Summarize key details and ideas to support analysis of thematic development.
- E4.RL.6.1 Analyze the development of related themes across a variety of texts citing, evidence to support analysis; provide an objective summary.
- E4.RL.9 Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
- E4.RL.9.1 Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful in meaning and tone.

Reading-Informational Text

- E4.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
- E4.RI.5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.

Writing

- E4.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- E4.W.2.1 Write informative/explanatory texts that:
 - a. introduce a topic;
 - b. use relevant information from multiple print and multimedia sources;
 - c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole:
 - d. assess the credibility and accuracy of each source;
 - e. include formatting, graphics, and multimedia to aid as needed;
 - f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
 - g. quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation;

- h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- i. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- j. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;
- k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
- 1. provide a concluding statement or section that follows from and supports the information or explanation presented.

Embedded Standards/Indicators

Reading-Literary Text

- **E4.RL.4** Read with sufficient accuracy and fluency to support comprehension.
- E4.RL.4.1 Read grade-level text with purpose and understanding.
- E4.RL.4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.

Reading-Informational Text

- E4.RI.8 Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia text.
- E4.RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words and phrases.

Writing

- E4.W.4 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- E4.W.4.1 When writing:
 - a. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and
 - b. Resolve issues of complex or contested usage, consulting references as needed.
- E4.W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- E4.W.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E4.W.6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended
	time frames.
E4.W.6.1	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks,
	and for a variety of purposes and audiences.

Communication

E4.C.3	Communicate information through strategic use of multiple modalities and multimedia to enrich understanding		
	when presenting ideas and information.		
E4.C.3.1	Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a		
	given situation.		

Clarifying Notes and "I Can" Statements

Clarifying Notes

To work on the standards necessary for this unit and to understand how power can be a driving force, the teacher will use *Macbeth* as the primary text. If the selection is not in the textbook, it is easily accessible on the Internet or in any library or bookstore.

"I Can" Statements

- I can use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding. (E4.I.1.1)
- I can analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives. (E4.I.2.1)
- I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; I can investigate multiple supported academic interpretations. (E4.RL.5.1)
- I can analyze the development of related themes across a variety of texts, citing evidence to support analysis; provide an objective summary. (E4.RL.6.1)
- I can evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful in meaning and tone. (E4.RL.9.1)
- I can cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; I can investigate multiple supported interpretations. (E4.RI.5.1)
- I can write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (E4.W.2.1)

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.

- How does the time period and culture affect language?
- How does a writer develop a theme?
- What makes an effective leader?
- How can I support my ideas with evidence from the text?

Prior Knowledge

Prior to this unit, students will need experience with:

- understanding and applying formal citation guidelines;
- finding, summarizing, and analyzing central ideas and themes;
- determining meaning and making inferences;
- identifying how authors use text structure to create tone;
- identifying and analyzing point of view and cultural experience in a text;
- analyzing how an author develops claims or ideas;
- determining and evaluating an author's purpose and his use of rhetoric to support his point of view;
- assessing the validity of claims;
- evaluating arguments;
- identifying arguments, claims, analysis, and evidence;
- identifying the logical order of an argument;
- determining the strengths and weaknesses of claims and counterclaims;
- choosing and organizing relevant, sufficient facts and details that enhance the writing;
- applying strategies for active reading;
- using precise language relevant to the topic;
- writing in a style appropriate for the audience and purpose;
- responding to suggestions from adults and peers to strengthen writing; and
- having exposure to extended time frames for writing, reflection, research, and revision.

Subsequent Knowledge

Students will understand these concepts upon completion of the unit.

- Authors write with different purposes.
- The author's purpose influences the reader's perspective.
- Reading new information may change one's perspective.

- Close reading allows one to analyze social, cultural, and historical values.
- People rely on a variety of sources to obtain information.
- Writing is a recursive, multistage process.
- Readers use strategies to construct meaning.
- Readers understand various purposes and perspectives of an argument.
- Writers use rhetorical strategies to persuade.

Potential Instructional Strategies

Instructional Strategy: Most students in English 4 have had exposure to a Shakespearean tragedy, but may continue to struggle with the language; a pre-test will gauge their understanding of syntax and meaning of the language of Shakespeare (see Appendix). After the pre-test, show the students The Development of the English Language (see Appendix). This chart of the major divisions of English language will allow the students to see how the language has changed over time. Allow students time to review their pre-test results and to talk about misconceptions.

Learning Target: I can evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful in meaning and tone. (E4.RL.9.1)

Instructional Strategy: Presentation of key information presented in the <u>Macbeth PowerPoint (</u>see Appendix).

Learning Target: I can analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives. (E4.I.2.1)

Instructional Strategy: Characteristics of a Tragic Hero **Learning Targets:**

- I can analyze the development of related themes across a variety of texts, citing evidence to support analysis; provide an objective summary. (E4.RL.6.1)
- I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; I can investigate multiple supported academic interpretations. (E4.RL.5.1)

As the students read *Macbeth* (or another text with a similar concept), they should gather text evidence to show how the main character is a tragic hero.

Using the drama *Macbeth*, they will note the line(s) in the text that show how Macbeth is noble figure whose tragic flaw leads him to make poor decisions that result in his downfall, which is brought about by his own weakness and by powerful outside forces. Students may use the following chart to help them organize their text support.

Tragic Hero			
Characteristics	Quotes to Support		
noble			
error in judgement			
tragic flaw			
outside forces that affect the hero's life			

Assessment: Tragic Hero Essay (see Appendix).

Write an essay, using support from the text explaining why Macbeth is a tragic hero.

Instructional Strategy: Literature Circles

After reading Macbeth in literature circles, have students read other texts to compare how the theme of power is developed. For more information on literature circles see: https://www.heinemann.com/shared/onlineresources/E00702/minilessons.pdf

<u>Possible Novels:</u> <u>Biographies:</u> *The Book Thief*, Markus Zusak Richard Nixon

The Appeal, John Grisham Idi Amin
Absolute Power, David Baldacci Fidel Castro
It Can't Happen Here, Sinclair Lewis Saddam Hussein
Fatherland, Robert Harris Adolf Hitler
Oil!, Upton Sinclair J Edgar Hoover

J Edgar Hoover Napoleon Bonaparte

Julius Caesar

Instructional Strategy: Reader Response Journal

Learning Targets:

- I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- I can investigate multiple supported academic interpretations. (E4.RL.5.1)

While reading *Macbeth*, the students will keep a log/journal of lines that are important to the development of the theme of power or the depiction of the tragic hero.

Possible Journal Format:

Direct Quote from the Text w/ Line Number	Reader Response—connection to Power/Tragic Hero
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The journal entries will be used for text evidence to write the essays for assessment.

For more information:

 $\frac{http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/42451/2016Dialectical\%20Journal\%20Directions\%20for\%20all\%20grade\%20levels.pdf.}{}$

Assessment: Exploring the Theme of Power Essay handout found in the Appendix.

Assessment Tasks

<u>Pre-test on Shakespearean language</u> (see Appendix). This pre-test will help the students become more adept with the language presented in the play. (E4.RL.9.1)

<u>Post-test on Shakespearean language</u> (see Appendix). This assessment pushes the students beyond the multiple choice test, requiring them to write their own interpretations of the lines. (E4.RL.9.1)

Tragic Hero Essay (see Appendix). (E4.I.1.1, E4.W.2.1 a.-l)

E4.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.

E4.RL 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.

E4.RL.6.1 Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.

E4.W.2.1 a.-l. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Assessment: Exploring the Theme of Power essay (see Appendix) **Assessment**: Character Analysis in *Macbeth* chart (see Appendix)

Assessment: Final Macbeth Essay (see Appendix)

Resources

Possible Novels:

- *The Book Thief*, Markus Zusak
- The Appeal, John Grisham
- Absolute Power, David Baldacci

- It Can't Happen Here, Sinclair Lewis
- Fatherland, Robert Harris
- Oil!, Upton Sinclair

Possible Biographies:

- Richard Nixon
- Idi Amin
- Fidel Castro
- Saddam Hussein
- Adolf Hitler
- J Edgar Hoover
- Napoleon Bonaparte
- Julius Caesar

Dialectical Journals

 $\underline{http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/42451/2016Dialectical\%20 Journal\%20 Directions\%20 for \%20 all\%20 grade\%20 levels.pdf$

English 4- Informative/Explanatory Writing Power: Climbing the Ladder and Knowing Limitations Development of the English Language

Old English	Middle English	Modern English			
Anglo-Saxon Period	Medieval Period	Renaissance Period	Restoration	Romanticism	Victorian
(499-1066)	(1066-1485)	(1485-1660)	(1660-1798)	(1798-1832)	(1832-1900)
Characteristic:	Characteristic:	Characteristic:	Characteristics:	Characteristics:	Characteristics:
Oral Tradition	Religion, Chivalry,	Love, Human	Rules, Reason Logic	Influence of Nature,	Rich vs. Poor
	Romance	Potential		Intuition	
Work:			Genres:		Genres:
"Beowulf"	Works:	Genres:	Diaries, Satires,	Genres:	Novel, elegy
	Canterbury Tales	Drama, Poetry	Essays	Gothic Novel, Poetry	
	Arthurian Legends				Writers:
		Writers:	Writers:	Writers:	Wilde, Dickens, Hardy,
		Shakespeare,	Pope, Swift	Blake, Wordsworth,	Bronte Sisters
		Metaphysical Poets		Coleridge, Shelley,	
				Byron, Keats	

English 4- Informative/Explanatory Writing Power: Climbing the Ladder and Knowing Limitations Exploring the Theme of Power in *Macbeth* and Other Texts

Now that we have read *Macbeth* and you have an understanding of how the theme of power and absolute power is developed, you will explore that theme in other texts. Examples of power hungry leaders can be found in other works of literature and in the real world. For this assignment, read another text, either fiction or nonfiction, and compare or contrast the leader in that work to the character of Macbeth or explore how the theme of leadership is presented. You must include specific information from the texts.

Possible Novels:Biographies:The Book Thief, Markus ZusakRichard NixonThe Appeal, John GrishamIdi AminAbsolute Power, David BaldacciFidel CastroIt Can't Happen Here, Sinclair LewisSaddam HusseinFatherland, Robert HarrisAdolf HitlerOil!, Upton SinclairJ Edgar HooverNapoleon Bonaparte

Julius Caesar

The organization of this essay is up to you, but you must write a minimum of two typed pages, MLA format. Please use the following rubric to guide your writing.

Criteria	Maximum Points	Earned Points
Introduction Paragraph	15	
Body Paragraphs	40	
Conclusion Paragraph	5	
Grammar/Mechanics • Present Tense Verbs	15	
Total	75	

Comments:

English 4- Informative/Explanatory Writing Power: Climbing the Ladder and Knowing Limitations Final Macbeth Essay and Scoring Criteria

Directions: Choose one of the following statements. Your job is to either agree or disagree with the statement you select. You must organize your essay the best way that suits the topic. You may need two, three, or more body paragraphs; it all depends on how well you support your ideas. Yes, you must use specifics from the play. For your citations, use the Act, Scene, and line (ex. II iii 1. 24). Don't forget that you must have a good introduction, with thesis statement, and a conclusion.

- 1. Prophecies should be taken seriously.
- 2. Everyone is in a battle of good versus evil.
- 3. A great strength can be an even greater weakness.
- 4. There is no difference between greed and ambition.
- 5. It is better to listen to one's conscience than it is to listen to others' advice.
- 6. Power corrupts; absolute power corrupts absolutely.

Criteria	Max Points	Earned Points
Introduction/Conclusion		
 Introduces topic with general information 	15	
 Introduction provides background on topic 		
Thesis in introduction		
 Conclusion paraphrases thesis 		
 Conclusion restates main ideas 		
Topic Sentences/Concluding Statements		
 Relates to thesis 	15	
 Topic sentence dictates the organization of the paragraph 		
 Concluding statement addresses topic sentence 		
Overall Content/Body Paragraphs		
 Information presented in logical order 	30	
 Quotes introduced and explained 		
 Quotes relevant to argument presented in thesis 		
 Thoughtful analysis of information presented to support 		
thesis		
Conventions		
 Present tense verbs 	10	
 Third person point of view 		
Pronoun agreement		
 Mechanics (spelling, punctuation, capitalization 		
Total Points	70	

Comments:

English 4- Informative/Explanatory Writing Power: Climbing the Ladder and Knowing Limitations Character Analysis

Directions: Complete the chart below by describing Macbeth and Lady Macbeth within each act. **List at least 2 adjectives that** describe the character in that act and then find ONE quote said by the character reinforces that description.

Act	Macbeth (character traits and quote)	Lady Macbeth (character traits and quote)
Act I		
Act II		

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Character Analysis

Act III	
Act IV	Lady Macbeth does not appear at all in Act IV
Act V	

English 4- Informative/Explanatory Writing Power: Climbing the Ladder and Knowing Limitations Post-Test Shakespearean Language

Directions: This assessment will assess your ability to understand the language of Shakespeare. Written below are lines and longer passages from the play. You are to choose FIVE of the passages below and write a translated version in modern English. You must rewrite the sentence(s) in language that is acceptable and meaningful to one of your peers.

Sample Passage:

Macbeth: "Stay, you imperfect speakers, tell me more:

By Sinel's death I know I am thane of Glamis; But how of Cawdor? the thane of Cawdor lives,

A prosperous gentleman; and to be king

Stands not within the prospect of belief,

No more than to be Cawdor."

• NOT acceptable: (Do NOT write your answer like this)

Macbeth is saying that he knows he is thane of Glamis but he doesn't understand how he will be thane of Cawdor since that guy is still alive.

• Acceptable/Correct Answer:

Stay here and talk to me some more, you weird women. I know that I am the thane of Glamis since after Sinel died, I was given that title. But how am I thane of Cawdor when the current thane of Cawdor is alive and well. And then how can I be king when King Duncan is also alive and well. None of this makes sense.

Passages:

1. Act I, scene iii, 1.122

Banquo: ...But 'tis strange

And oftentimes, to win us to our harm The instruments of darkness tell us truths, Win us with honest trifles, to betray's

In deepest consequence.

2. Act I, scene iv, 1. 48

Macbeth: The Prince of Cumberland! that is a step

On which I must fall down, or else o'erleap, For in my way it lies. Stars, hide your fires;

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3. Act I, scene vii, 1. 31

Macbeth: We will proceed no further in this business:

He hath honour'd me of late; and I have bought

Golden opinions from all sorts of people,

Which would be worn now in their newest gloss,

Not cast aside so soon.

4. Act II, scene iii, 1.74

Macduff: Ring the alarum-bell. Murder and treason!

Banquo and Donalbain! Malcolm! awake! Shake off this downy sleep, death's counterfeit,

And look on death itself! up, up, and see

The great doom's image! Malcolm! Banquo! As from your graves rise up, and walk like sprites,

To countenance this horror. Ring the bell.

5. Act II, scene iii, 1.141

Banquo: And when we have our naked frailties hid,

That suffer in exposure, let us meet,

And question this most bloody piece of work,

To know if further.

6. Act III, scene i, l. 1

Banquo: Thou hast it now: king, Cawdor, Glamis, all,

As the weird women promised, and I fear Thou play'dst most foully for't: yet it was said

It should not stand in thy posterity,

But that myself should be the root and father

Of many kings.

7. Act III, scene ii, l. 44

L. Macbeth: What's to be done?

Macbeth: Be innocent of the knowledge, dearest chuck,

Till thou applaud the deed.

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8. Act III, scene iv, 1. 54

L.Macbeth: Sit, worthy friends: my lord is often thus,

And hath been from his youth: pray you, keep seat;

The fit is momentary; upon a thought

He will again be well: if much you note him, You shall offend him and extend his passion:

Feed, and regard him not.

9. Act IV, scene iii, 1. 207

Malcolm: Merciful heaven!

What, man! ne'er pull your hat upon your brows; Give sorrow words: the grief that does not speak Whispers the o'er-fraught heart, and bids it break.

10. Act V, scene i, l. 63

Doctor: Foul whisperings are abroad: unnatural deeds

Do breed unnatural troubles: infected minds To their deaf pillows will discharge their secrets: More needs she the divine than the physician.

God, God forgive us all! Look after her;

Remove from her the means of all annoyance, And still keep eyes upon her. So good night: My mind she has mated and amazed my sight:

I think, but dare not speak.

11. Act V, scene iii, l. 1

Macbeth: Bring me no more reports; let them fly all:

Till Birnam wood remove to Dunsinane

I cannot taint with fear. What's the boy Malcolm? Was he not born of woman? The spirits that know All mortal consequences have pronounced me thus: 'Fear not, Macbeth: no man that's born of woman

Shall e'er have power upon thee.' Then fly, false thanes,

And mingle with the English epicures: The mind I sway by and the heart I bear

Shall never sag with doubt nor shake with fear.

English 4- Informative/Explanatory Writing Power: Climbing the Ladder and Knowing Limitations Pre-Test Shakespearean Language

Reading Literary Text Standard 9.1: Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning or tone.

- 1. "He hath eaten me out of house and home; he hath put all my substance into that fat belly of his." *King Henry IV* Part 2, Act II, scene i
 - a. I am homeless because of him.
 - b. He has stolen my money and put it in his safe.
 - c. He has eaten all of my food.
- 2. "For there never was yet philosopher that could endure the toothache patiently." *Much Ado About Nothing*, Act V, scene i
 - a. Dentists make better patients than philosophers.
 - b. Smart men, like philosophers, still feel pain even if they say they are above it.
 - c. Philosophers are like superheroes; they can withstand all types of pain and suffering.
- 3. "Oh it is excellent to have a giant's strength; but it is tyrannous to use it like a giant." *Measure for Measure*, Act II, scene ii
 - a. Giants are tyrants.
 - b. People in power are like giants; they overpower others.
 - c. People in power can easily become corrupted.
- 4. "Had all his hairs been lives, my great revenge had stomach for them all." *Othello*, Act V, scene ii
 - a. I would seek revenge against over and over, no matter what.
 - b. I would cut off all of his hair to get revenge.
 - c. Revenge is like a hairball in your stomach.
- 5. "Now would I give a thousand furlongs of sea for an acre of barren ground." *The Tempest*, Act I, scene i
 - a. Life on the ocean is better than life on land.
 - b. I would give anything to reach dry land.
 - c. Life on land is better than life on the water.

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- 6. "But be not afraid of greatness: some are born great, some achieve greatness and some have greatness thrust upon 'em." *Twelfth Night*, Act II, scene v
 - a. Greatness is scary.
 - b. Greatness can be achieved in a variety of ways.
 - c. Greatness comes only to those who are not afraid.
- 7. "He hath a heart as sound as a bell and his tongue is the clapper; for what his heart thinks his tongue speaks." *Much Ado About Nothing*, Act III, scene i
 - a. When he speaks, he speaks the truth.
 - b. He says whatever crosses his mind.
 - c. When he speaks, he speaks from the heart.
- 8. "Fair is foul, and foul is fair." Macbeth, Act 1, scene i
 - a. Good is bad, and bad is good.
 - b. It is always foul at the fair.
 - c. Beauty is ugly, and ugly is beauty.
- 9. "Men at some time are masters of their fates: the fault, dear Brutus, is not in our stars, but in ourselves, that we are underlings." *Julius Caesar*, Act I, scene ii
 - a. Brutus is an underling.
 - b. Fate determines the future of men.
 - c. Men have the power to change their futures.
- 10. "The weariest and most loathed worldly life that age, ache, penury, and imprisonment can lay on nature is a paradise to what we fear of death." *Measure for Measure*, Act III, scene i
 - a. We are more afraid of death than any tragedy we might face in life.
 - b. Tragic events are like paradise.
 - c. Being in prison is like dying.

English 4- Informative/Explanatory Writing

Power: Climbing the Ladder and Knowing Limitations Tragic Hero Essay and Grade Criteria

Topic: Prove that Macbeth is a tragic hero based on Aristotle's definition of a tragic hero. Aristotle says that a tragic hero is of noble birth and he falls because of his fate (forces he cannot control), an error in judgment, and a tragic flaw and continues to fight in the face of inevitable defeat.

- Fate: something the tragic hero cannot control.
- Error in judgment: an error in judgment is a bad decision the tragic hero makes. It is not a bad decision at the time that it is made, but as other information is revealed, the tragic hero sees where he actually did make a bad decision.
- Tragic Flaw: a tragic flaw is something in the tragic hero's personality that makes it impossible for him to survive. It is not a physical flaw. It is something like not trusting other people, or being deceitful, or being stubborn, something that is part of the character's personality.

Organization

- I. Introduction—this paragraph should mention that Macbeth is a tragic hero based on Aristotle's definition and it should also state what makes a character a tragic hero.
- II. 1st Body Paragraph—this paragraph should be about Macbeth's fate. You must explain his fate and how Macbeth cannot escape it.
- III. 2nd Body Paragraph—this paragraph should be about Macbeth's error in judgment.
- IV. 3rd Body Paragraph—this paragraph is where you will explain Macbeth's tragic flaw.
- V. Conclusion—wrap it all up into neat bundle

Criteria	Maximum Points	Earned Points
Introduction		
 Must have introductory information and 	10	
thesis statement		
Fate Paragraph		
 Must have details from the play 	10	
Error in Judgment Paragraph		
 Must have details from the play 	10	
Tragic Flaw Paragraph		
 Must have details from the play 	10	
Conclusion		
 Must restate thesis 	5	
Grammar/Mechanics	15	
Total	60	

Comments:

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